

IDAHO CONTENT STANDARDS
HUMANITIES: DANCE

Standard 1: Historical and Cultural Contexts

Goals:	Grade K-3	Grade 4-5	Grade 6-8	Grade 9-12
Goal 1.1: Discuss historical and cultural contexts of dance and perform examples.	K-3.D.1.1.1 Identify and perform dances associated with particular places and events. (868.01.d1)	4-5.D.1.1.1 Research and perform dance forms that have evolved during specific periods of history (e.g., social, cultural, professional). (902.01.d1)	6-8.D.1.1.1 Investigate one dance tradition of the United States and perform it (e.g., square dance, Native American dance). (936.01.d1)	9-12.D.1.1.1 Discuss how dance has a history, purpose, and function in cultures. (970.01.d2)
	K-3.D.1.1.2 Identify historical events that have influenced dance. (868.01.d2)	4-5.D.1.1.2 Explain how a dance from a culture or time period reflects values of its society. (902.01.d2)	6-8.D.1.1.2 Examine the influence of historical events on the development of the dance form they have performed. (936.01.d2)	9-12.D.1.1.2 Choreograph a dance that illustrates a significant historical event, discovery, or concept. (970.01.d1)
	K-3.D.1.1.3 Discuss common subjects, ideas, and themes in dances from different cultures. (868.01.d3)	4-5.D.1.1.3 Identify ways in which dance has been transmitted from one generation to another.	6-8.D.1.1.3 Examine the role of dance in holidays and traditional celebrations.	
	K-3.D.1.1.4 Describe the role dance plays in today's society. (868.01.d4)			
Goal 1.2: Demonstrate through movement interrelationships among visual and performing arts disciplines.	K-3.D.1.2.1 Compare dance and other art forms associated with various cultures in various time periods. (868.02.d1)	4-5.D.1.2.1 Create a dance based on another art form (e.g., students create a movement phrase based on a poem, a piece of music, or from a costume). (902.02.d1)	6-8.D.1.2.1 Compare traditional and modern dance and find a counterpart with another art form sharing traditional and modern forms. (936.02.d2)	9-12.D.1.2.1 Create functional scenery, properties, lighting, sound, and costumes that enhance a dance performance. (970.02.d1)
	K-3.D.1.2.2 Identify common themes or ideas found in other art forms and explore them through movement (e.g., students identify the theme of sadness found in a painting and improvise the idea through movement using “sad” music). (868.02.d2)		6-8.D.1.2.2 Create a set, costumes, or props for a dance.	9-12.D.1.2.2 Create an original dance that is inspired by visual arts, music, theatre, or literary works.

Standard 2: Critical Thinking

Goals:	Grade K-3	Grade 4-5	Grade 6-8	Grade 9-12
Goal 2.1: Conduct analyses in dance.	K-3.D.2.1.1 Talk about dance as a means of communicating meaning. (870.01.d1)	4-5.D.2.1.1 Discuss and show how dance creates and communicates meaning. (904.01.d1)	6-8.D.2.1.1 Identify criteria for evaluating dance. (938.03.d2)	9-12.D.2.1.1 Develop and use dance vocabulary to discuss a variety of dance forms and styles. (973.01.d1)
	K-3.D.2.1.2 Show through movement how the human body is used to express or communicate action, idea, or experience. (870.01.d2)	4-5.D.2.1.2 Speculate and experiment with how different artistic choices can change the meaning of a dance. (904.01.d2)	6-8.D.2.1.2 Use appropriate vocabulary when analyzing a dance performance. (938.03.d1)	9-12.D.2.1.2 Write a critique of a dance performance, examining how dance creates and communicates meaning. (973.01.d2)
				9-12.D.2.1.3 Discuss the aesthetics of dance.
Goal 2.2: Engage in reasoned dialogue and make decisions about dance performances.	K-3.D.2.2.1 Create movement based on a theme (e.g., improvise on the topic of family). (870.02.d2)	4-5.D.2.2.1 Discuss how dance reveals themes and ideas. (904.02.d1)	6-8.D.2.2.1 Compare how various dance forms express different ideas. (938.02.d2)	9-12.D.2.2.1 Discuss how dance can reveal or portray political and/or cultural issues. (973.02.d1)
	K-3.D.2.2.2 Show how dance elicits various interpretations. (870.02.d3)	4-5.D.2.2.2 Identify ways in which other disciplines relate to movement and dance (e.g., repetition in painting and music). (904.02.d2)	6-8.D.2.2.2 Explain how lighting, music, and costuming can contribute to the meaning and/or success of a dance performance. (938.01.d3)	9-12.D.2.2.2 Critique a dance performance on the merit of how well it communicates its meaning.
	K-3.D.2.2.3 Develop and apply arts vocabulary when discussing dance forms. (870.03.d1)	4-5.D.2.2.3 Discuss the process and effort involved in developing an idea into a dance work.	6-8.D.2.2.3 Discuss various responses and interpretations of a dance performance. (938.01.d2)	9-12.D.2.2.3 Create and revise a dance, articulating reasons for artistic decisions and what was gained or lost by those decisions.
	K-3.D.2.2.4 Suggest ways the artists get ideas. (870.03.d3)	4-5.D.2.2.4 Observe a dance performance and explain how the dance conveyed feelings or ideas.		9-12.D.2.2.4 Apply specific criteria for making informed critical evaluations of the quality and effectiveness of performance, choreography, and other aspects of a dance presentation.
	K-3.D.2.2.5 Voice personal preferences about dances within a classroom or other setting. (870.03.d4)			9-12.D.2.2.5 Examine how a dance may elicit interpretations different from those intended by the choreographer and/or dancer. (973.03.d3)
	K-3.D.2.2.6 Observe a dance performance, discuss its meaning, and voice a personal response to it.			

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Standard 3: Performance

Goals:	Grade K-3	Grade 4-5	Grade 6-8	Grade 9-12
Goal 3.1: Identify and practice concepts essential to dance.	K-3.D.3.1.1 Identify and practice different movement qualities (e.g., glide, slide, wiggle, swing).	4-5.D.3.1.1 Identify and practice weight shifts, lateral movement, elevation, and jumps. (906.01.d1)	6-8.D.3.1.1 Practice correct strengthening and stretching sequences. (940.01.d1)	9-12.D.3.1.1 Practice lengthy and complex movement combinations in at least two different genres. (975.01.d1)
	K-3.D.3.1.2 Demonstrate how the body can change, create shapes, change levels, and move through pathways and in space at various speeds. (872.02.d1)	4-5.D.3.1.2 Memorize set patterns of movement. (906.01.d2)	6-8.D.3.1.2 Practice maintaining both stationary and moving alignment, balance, and control. (940.01.d5)	9-12.D.3.1.2 Perform contrasting movement qualities within a dance phrase (e.g., rise and fall, tension and release, glide and dart).
	K-3.D.3.1.3 Improvise movement based on various stimuli (e.g., music, verbal clues, sound). (872.01.d4)	4-5.D.3.1.3 Identify and practice ways dancers warm up, stretch, and strengthen their bodies. (906.01.d4)		9-12.D.3.1.3 Perform new movement with an ever-increasing mastery of body alignment, balance, and control.
Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.	K-3.D.3.2.1 Repeat demonstrated body movements and rhythm patterns. (872.02.d2)	4-5.D.3.2.1 Perform dances from at least two different genres (jazz, ballet, modern, tap).	6-8.D.3.2.1 Identify and execute on- and off-balance movement phrases. (940.02.d1)	9-12.D.3.2.1 Study a piece of choreography and interpret it.
	K-3.D.3.2.2 Move as an individual and as part of a group without talking. (872.02.d3)	4-5.D.3.2.2 Demonstrate a rhythmic pattern through movement. (906.02.d2)	6-8.D.3.2.2 Identify and execute movements in the three planes (vertical, horizontal, and saggital). (940.02.d2)	9-12.D.3.2.2 Identify the characteristics of a particular dance style.
	K-3.D.3.2.3 Move at various tempos.		6-8.D.3.2.3 Create and follow a floor pattern. (940.02.d3)	9-12.D.3.2.3 Create a dance incorporating characteristics of a particular dance style.
			6-8.D.3.2.4 Select and/or make costumes that support the intent of a dance. (940.02.d4)	
Goal 3.3: Communicate in dance through creative expression.	K-3.D.3.3.1 Use movement vocabulary to compose a dance phrase. (872.03.d1)	4-5.D.3.3.1 Improvise or create choreography based on how the body can create shapes, change levels, and move through pathways and in space at various speeds.	6-8.D.3.3.1 Choreograph and perform short dance works of two different dance styles. (940.03.d1)	9-12.D.3.3.1 Create a movement phrase, using contrast in energy and tempo.
	K-3.D.3.3.2 Create a movement phrase with a beginning, middle, and end. (872.03.d2)	4-5.D.3.3.2 Create a variety of solutions to a movement problem (e.g., move to the floor from standing without using your hands, move like a caterpillar) with a partner or a group. (906.03.d4)	6-8.D.3.3.2 Choreograph a duet. (940.03.d4)	9-12.D.3.3.2 Choreograph a dance based on a theme. (975.03.d1)
	K-3.D.3.3.3 Use original ideas and/or concepts from other sources to create movement. (872.03.d3)		6-8.D.3.3.3 Create a round or canon for a group of dancers to perform. (940.03.d5)	9-12.D.3.3.3 Improvise a dance in silence or with an alternative accompaniment (e.g., spoken word, sound effects). (975.03.d5)
	K-3.D.3.3.4 Express ideas, moods, and feelings through dance. (872.03.d4)		6-8.D.3.3.4 Memorize, practice, refine, and perform a dance created by someone else. (940.03.d6)	